

**Hispanic Education National Meeting
Working Group as of 3/16/00**

<u>NAME</u>	<u>AGENCY</u>	<u>PHONE/FAX</u>	<u>EMAIL</u>
Reynaldo Valencia	WH/COS	456-5506 / 456-1121	Reynaldo_Valencia@who.eop.gov
Brian Barreto	OPL	456-5807 / 456-6218	Brian_A_Barreto@who.eop.gov
Kendra Brooks	DPC	456-5228 / 456-5581	Kendra_L_Brooks@who.eop.gov
Sarita Brown	ED	401-3670 / 401-8377	Sarita_Brown@ed.gov
J.B. Buxton	DPC	456-5567 / 456-5581	John_B_Buxton@opd.eop.gov
Cha Guzman	ED	401-2571 / 401-0596	Cha_Guzman@ed.gov
Brian Kennedy	NEC	456-6630 / 456-2223	Brian_V_Kennedy@who.eop.gov
Bethany Little	VP/DPC	456-5543 / 456-5581	Bethany_Little@opd.eop.gov
Jackie Lain	IGA	476-5084 / 456-2889	Jacqueline_F_Lain@who.eop.gov
Ann O'Leary	OFL	456-6275 / 456-2878	Ann_O'Leary@opd.eop.gov
Mark Magana	WH/Leg	456-6620 / 456-2604	Mark_D_Magana@who.eop.gov
Irma Martinez	Cab. Aff.	456- 7025 / 456-2525	Irma_L_Martinez@who.eop.gov
Quirina Orozco	OMB	395-3895 / 395-4875	Quirina_J_Orozco@omb.eop.gov
Heidi Ramirez	ED	260-1728 / 401-9027	Heidi_Ramirez@ed.gov
Andrew Rotherham	DPC	456-5372 / 456-5681	Andy_Rotherham@opd.eop.gov
Deborah Santiago	ED	401-7470 / 401-8377	Deborah_Santiago@ed.gov
Ruby Shamir	OFL	456-5696 / 456-2878	Ruby_Shamir@opd.eop.gov



DEPARTMENT OF HEALTH & HUMAN SERVICES

Administration for Children and Families
Administration on Children, Youth and Families
330 C Street, S.W.
Washington, D. C. 20201

FACSIMILE COVER SHEET

TO: RUBY SHAMIR

ORGANIZATION: DPC

FROM: JULIE BOSLAND

TELEPHONE #: 401-2887

RECIPIENT'S FAX NUMBER: 456-2878

NUMBER OF PAGES INCLUDING THIS SHEET: 5

REMARKS HERE'S SOME RESEARCH THE CHILD CARE
CLEARINGHOUSE PULLED TOGETHER BEFORE
A SESSION THEY DID LAST FALL ON
HISPANIC CHILD CARE. THOUGHT IT
FAX (202) 205-9721
ADDRESSED MANY OF THE ISSUES/QUESTIONS
FROM YESTERDAY'S MEETING...

***Background on the Issues:
Meeting the Child Care Needs of the Hispanic Community***

Demographics:

"The Hispanic population is among the fastest growing segments of American society and it is also one of the youngest - with one out of every three Hispanics 15 years old or younger. By the year 2000, the number of Hispanics aged 24 or younger is expected to reach 15 million (or 15 percent) of a total youth population of 98 million."¹

"40% of Hispanic children under 13 live in poverty"

"About 90 percent of US Latinos live in urban areas, with over 60 percent living in three states: California, Texas and New York. Latinos also represent an array of national origins, with most Latinos being of Mexican and Puerto Rican descent."²

Child Care Usage: "Participation in preschools is substantially lower for Latino families, relative to other ethnic groups. In 1995 just 17 percent of all Latino preschoolers under age 6 were enrolled in a preschool, compared to 33 percent of all African American and non-Latino white children. Part of this difference is explained by the fact that larger shares of Latina mothers with preschool age children are either not employed or working part-time; Latino fathers and kin also provide more child care help compared to black or anglo families on average."³
(Note: This data is pre-welfare reform.)

Participation in After-School Care: About 45 percent of black children, compared with 34 percent of non-Hispanic white children and 31 percent of Hispanic children, receive care after school on a weekly basis from persons other than their parents."⁴

Migrant families

"Another important group among Latinos is comprised of migrant agricultural workers, most of whom have come to the US for employment. Migrant families are traditionally very underserved population in terms of medical services, day care, and social support."⁵

Child Care Need and Availability:

"Latino mothers are in as much need of child care as non-Hispanic white or African American families."⁶

"Like other Americans, Latina mothers often work outside of the home. 28% of Latina mothers report losing a job because there is no child care available. Like other Americans, Latinos prefer families over commercial child care, but that is often not available as an option. More over, the Hispanic "extended family" as a resource for child care is not as common in reality as it is in media portrayals."⁷

California Study - "Among the state's poorest communities, preschool supply in predominately Latino areas is half the average supply observed in low-income black or Anglo communities; the

supply of slots in family child care homes is just one-third the average supply level observed in poor black or white communities. This gap in availability for Latino children exists even in counties with more ample supply overall..."⁸

"Impoverished communities that are predominantly Anglo or black have been able to expand supply more effectively than those communities made-up largely of Latino families."⁹

Quality of Available Care:

"One indicator of preschool or child care quality is the average number of children per class group. Compared with white parents, Latino parents tend to utilize preschools or centers that have more children in each class. Among children of mothers employed full-time who select a preschool, the difference is substantial: Latino children's classes average seventeen children, while white children's classes average just fourteen, Latino parents may confront lower-quality preschools overall, suppressing expressed demand."¹⁰

Parental preference:

"...particularly the Latinas - felt that center-based care was too cold and institutional; while these women valued academic learning for older children, they felt that it was particularly important for their preschoolers to experience warmth, acceptance, and moral guidance. This view led them to search for family members or familiar family day care providers rather than enrolling their children in centers."¹¹

"Most Latino mothers, regardless of nativity, believed that child-care providers should teach children about the language and culture of their parents. The majority of mothers believe that child care teachers should use both Spanish and English equally with children from Spanish speaking homes."¹²

"The researchers suggest that Latino families decide against formal preschools for three reasons:

1. The families are not pleased with these preschools because the child care providers do not communicate with their children in Spanish
2. The families do not feel a personal connection with the providers
3. The families feel that child care centers do not share some important socialization values of Latino families"¹³

(Cultural congruence)

Issues related to Kith and Kin -
health and safety standards
quality enhancements
knowledge of child care subsidies

Barriers to child care:

In the report *Child Care in the Latino Community: Needs, Preferences and Access*, the following 3 barriers to child care were identified: cost, lack of information, and lack of availability

"The policy position concerning child care availability held by most early childhood oriented individuals, from the origins of Head Start forwards, had been to expand the number of child care slots in formal organizations, assuming that parents will respond by enrolling their children. However, the effectiveness of this remedy has been questioned in the case of Latino families. Those Latino children whose mothers are employed full time participate in center based programs at a rate 23 percent below that of African Americans and 11 percent below whites (Fuller, Holloway and Liang 1996). Given the relatively low academic achievement of Latino youths in the US, educators have expressed concern that Latina children may be missing important preparatory experiences by not attending preschools, and have tried to understand the reasons behind this tendency to avoid them. Studies suggest that Latino families may rely on informal care because they more frequently live with extended family who can provide care, because they have a stronger orientation toward social development rather than academic preparation when their children are of preschool age, and because they prefer caregivers who share their views about discipline and who speak Spanish (Fuller, Holloway, and Liang 1996; Fuller et al. 1996; Laing 1996)."¹⁴

References

- ¹ U.S. Department of Health and Human Services, Administration for Children and Families, ACF Press Release: "First Lady Hillary Rodham Clinton Hosts White House Convening on Hispanic Children and Youth," (Washington, DC, August 2, 1999).
- ² Angela Shartrand, *Supporting Latino Families: Lessons from Exemplary Programs, Volume I* (Cambridge, MA: Harvard Family Research Project, 1996), p. 3.
- ³ Bruce Fuller, et. al., *An Unfair Head Start: California Families Face Gaps in Preschool and Child Care Availability*, 2nd edition, (Berkeley, CA: Growing Up in Poverty Project, November 1997), p. 7.
- ⁴ U.S. Department of Education, Office of Educational Research, National Center for Education Statistics, Statistics in Brief: "Participation of Kindergartners through Third-Graders in Before- and After-School Care" (Washington, DC, August 1999), p. 3.
- ⁵ Shartrand, p. 5.
- ⁶ Raymond Buriel and Maria Hurtado, *Child Care in the Latino Community: Needs, Preferences, and Access* (Claremont, CA: The Tomás Rivera Policy Institute, August 1998), p. 25.
- ⁷ Valora Washington and J.D. Andrews, eds., *Children of 2010* (Washington, DC: Children of 2010, 1998), p. 61.
- ⁸ Fuller, et. al., *An Unfair Head Start*, p. 1.
- ⁹ Fuller, et. al., *An Unfair Head Start*, p. 25.
- ¹⁰ Bruce Fuller, et. al., "Rich Culture, Poor Markets: Why do Latino Parents Forgo Preschooling?," *Teachers College Record* 97, no. 3 (Spring 96): 405.
- ¹¹ Susan D. Holloway and Bruce Fuller, "Families and Child Care: Divergent Viewpoints," *Annals of the American Academy of Political and Social Science: The Silent Crisis in U.S. Child Care*, Suzanne Helburn, Special Editor (May 1999): 106.
- ¹² Buriel and Hurtado, Executive Summary.
- ¹³ Buriel and Hurtado, p. 2.
- ¹⁴ Holloway and Fuller, pp. 108-109.



DEPARTMENT OF HEALTH & HUMAN SERVICES

Administration for Children and Families
Administration on Children, Youth and Families
330 C Street, S.W.
Washington, D. C. 20201

FACSIMILE COVER SHEET

TO: RUBY SHAMIR

ORGANIZATION: DPC

FROM: JULIE BOSLAND

TELEPHONE #: 401-2887

RECIPIENT'S FAX NUMBER: 456-2878

NUMBER OF PAGES INCLUDING THIS SHEET: 4

REMARKS

FAX 2

A 1998
ARTICLE COVERING
THE DEBATE
ABOUT WHAT
CARE ARRANGEMENTS
HISPANICS
PREFER.

HERE'S SOME RESEARCH THE CHILD CARE
CLEARINGHOUSE CALLED TOGETHER BEFORE
A SESSION THEY DID LAST FALL ON
HISPANIC CHILD CARE. THOUGHT IT
FAX (202) 205-9721
ADDRESSED MANY OF THE ISSUES/QUESTIONS
FROM YESTERDAY'S MEETING.

LA Times

Tuesday, September 29, 1998 Home Edition Section: PART A Page: A-5

National Perspective;
COMMUNITY;

Latinos at Center of Chicken-Egg Debate Over Child-Care Funds; Surveys show they prefer to leave children with family, but advocates say that's because good facilities are scarce.;

By: MELISSA HEALY
TIMES STAFF WRITER

Latina mothers like Annabelle Rojas do not seem to like day-care centers very much. And statistically speaking, it shows. A recently released study by the U.S. Department of Education shows that 15% of Latino preschoolers nationally spend part of their week in a day-care center—compared with 28% of white children and 29% of black children. "It's a matter of tradition, maybe," says Rojas, pondering the reasons why, when she goes off to work as a law office manager two days a week in Monterey Park, she prefers to leave her 3-year-old daughter in the care of her mother and two sisters rather than drop her at a licensed center or a family day-care home. "Latino families are more willing to extend themselves that way, tend to live closer to each other, rather than in different states," says Rojas. "So it's a convenience factor. But it's also a trust factor." The historic preference of Latino parents for the at-home care of relatives or neighbors has been chronicled for many years. And experts say it is particularly strong among newly arrived immigrants and those who speak limited English.

But now, when overall use of day-care facilities is up, the gap is widening. And for state and local officials earmarking funds for preschool and day-care programs, the difference in child-care choices poses a key question: If you build licensed child-care centers in Latino communities, will they come?

Advocates argue that they will—if the facilities are properly tailored to the Latino community.

Sandra Gutierrez, human resources analyst for Los Angeles County's Department of Human Resources, says Latino families do not seem reluctant to entrust their kids to day-care centers when the programs have Spanish-speaking staff, are affiliated with institutions like churches that they respect and when their fees make them affordable to working-class families.

"I think it's a question of, if you build it they will come—if it's well done," Gutierrez says.

Nowhere are the stakes higher than in California, home to 35% of the nation's 4 million Latino preschoolers, according to the latest U.S. Census figures. Attendance at preschool is widely considered to offer children from low-income families a leg-up on academic achievement. Yet experts say that poor Latino children are far less likely to attend preschool than low-income black or white children.

Last week, the debate heated up with the release of a study by the Tomas Rivera Policy Institute, a Claremont nonprofit research organization. The first to examine the child-care practices of Latinos in Southern California, the survey found that most Latina mothers, 53%, identified a relative as their first choice for child care. Only 10% said that they would prefer a licensed child-care center over their current arrangements.

Those figures might suggest that Latinos have little enthusiasm for licensed day-care centers. But Harry Pachon, the institute's president, suggested that Latinas "have resigned themselves" to what he called "the most expedient and available thing" and suggested that the study underscores the need for building centers in Latino communities.

That argument has yet to be tested, however, in part because of a notable paucity of child-care facilities in Latino neighborhoods, both across the nation and in California.

A study conducted in part by the Policy Analysis for California Education Center found recently that among the state's poorest communities, predominantly Latino areas have half the number of preschool slots that low-income black and white communities have.

Nowhere is the supply disparity more pronounced than in Los Angeles County, says Bruce Fuller, an expert in early childhood education at UC Berkeley who helped prepare the PACE report.

In Pacoima, whose population is 59% Latino, there are just six slots in licensed day-care centers for every 100 children under 6 years old. In Sun Valley, where 47% of the population is Latino, there are nine licensed child-care slots for every 100 preschoolers. But in communities like Burbank and Pasadena, where Latinos make up 21% and 22% of the population, respectively, there are 30 and 33 licensed child-care slots per 100 preschoolers.

"It's almost like a National Geographic perspective to say that that's a choice or a preference" on the part of Latino families, says Gutierrez. "There's no choice right now. There's no choice if you don't have services available to you."

But other experts argue that the supply is a function of demand—or more precisely, a lack of demand. National statistics suggest that cultural preferences remain a strong factor in Latinos' child-care decisions. The authors of the U.S. Department of Education report compared the child-care decisions of Latino families to white and African American families of similar income, education, employment status and child age. The result: Latino families were almost 1 1/2 times as likely to have a relative caring for their child at home.

"The child-care establishment has this view that, if you build the centers, the parents will come," says Fuller, who has studied Latinos' child-care choices extensively. "That's not true."

In Washington and Sacramento, lawmakers have launched efforts to support and encourage families' use of preschool and organized day care. The Clinton administration has proposed a \$21.7-billion package to double the number of child-care subsidies for low- and middle-income Americans. And the California Legislature appropriated \$162 million this year in response to a request from Gov. Pete Wilson to expand preschool programs for low-income communities.

Although both of those initiatives would likely draw more Latino families into licensed day care, other factors may reinforce the widespread Latino practice of keeping preschoolers at home. For starters, congressional Republicans are expected to reject President Clinton's proposal to extend further day-care subsidies. Instead, they plan to offer tax breaks for most families in which a parent or relative stays home to care for a young child. Given a financial incentive to stay home from work or to tap a relative to care for a child, many Latina moms like Annabelle Rojas likely would do so.

Among low-income Latinos, a key element of California's welfare reform is providing a similar incentive. Under the CalWorks program, which emphasizes jobs as an alternative to public assistance, those making the transition from welfare to work may use their child-care subsidy to pay an unlicensed caregiver, such as a relative. Among day-care advocates, this policy is controversial, since it is seen as diverting needed funds from regulated child-care organizations, where they believe quality of care is better assured.

But for many Latinas living in extended families, using the subsidy to pay a relative serves two attractive purposes: It brings extra money into the family and it keeps a child at home and out of organized day care.

Fuller says that although the two sets of initiatives may seem to work at cross-purposes, they may in fact both be needed.

"You don't want the expansion of child-care centers to erode or stigmatize the indigenous supports that provide important and warm social networks for these [Latino] communities," says Fuller. "It's a double-edged sword: Do we build more preschools so Latina mothers can enter the work force and have some free time? But at the same time, can we do that in ways that are sensitive to their cultural preferences and in ways that do not erode the natural forms of support that make these communities special?"

Rojas says she has shunned formal child-care arrangements because family members are nearby, ready and willing to help. Partly, she says, it's the high cost of care at a good day-care center that has deterred her. Partly it's the fact that there are few centers near her house where her daughter, Elizabeth, would hear Spanish spoken throughout the day, as she does with her grandmother. And partly, she adds, it's just a matter of trust.

"I really don't trust anyone who isn't a family member or a close personal friend because of stories I've seen" on television, she says.

But like many Latinas, Rojas is flirting with change. Most of her middle-class Latina friends, she says, already use organized day care to some extent. And now that her daughter is 3, Rojas is cautiously exploring preschool options. But she retains a deep mistrust of these institutions and says that she would only place her daughter in a school that would allow her to hover nearby, perhaps serving as a volunteer in or around her daughter's classroom.

"I do want her to have the benefits of preschool," Rojas says. "But I do want to keep an eye on her. They'll have to allow me to stay around, so I can constantly watch her."

PHOTO: Annabelle Rojas doesn't prefer day care for 3-year-old daughter Elizabeth. "I really don't trust anyone who isn't a family member or a close personal friend." **PHOTOGRAPHER:** LUIS SINCO / For The Times

Descriptors: CHILD CARE; CHILD CARE CENTERS; HISPANICS; STATISTICS;

Copyright (c) 1998 Times Mirror Company

Clinton Presidential Records Digital Records Marker

This is not a presidential record. This is used as an administrative marker by the William J. Clinton Presidential Library Staff.

This marker identifies the place of a publication.

Publications have not been scanned in their entirety for the purpose of digitization. To see the full publication please search online or visit the Clinton Presidential Library's Research Room.

Promoting continuity in the lives of young children

University of North Carolina at Chapel Hill

Frank Porter Graham Child Development Center

early *Developments*

Winter 1999

Volume 3, No. 1

Kindergarten Transition

CLINTON LIBRARY PHOTOCOPY

Excerpts from a paper accepted for publication by the Elementary School Journal. The paper, "Kindergarten Teachers' Practices Related to Transition to School: Results of a National Survey," is based on a sample of 3,595 kindergarten teachers. Teachers were asked about their use of 21 practices related to the transition of children into kindergarten in the 1996-'97 academic year and 15 barriers to implementing transition practices. This is a sister Spotlight to Spotlight #1, "Kindergarten Transitions," July 1998, also based on our national survey.

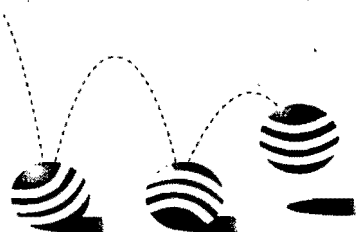
Teacher practices and transitions to school

Our national survey of kindergarten teachers reveals several key points. **First**, use of some form of practice to help children make the transition to kindergarten is nearly universal; 95% of the nation's kindergarten teachers endorsed the most frequently reported practice -- talking with the child's parent after school starts.

Second, although use of some form of transition practice is widespread, practices that involve school personnel having direct contacts with children or families are the least frequently reported, as are practices that involve contact with children or families before the start of school. The most frequently endorsed practices are those that take place after the start of school and/or involve low-intensity generic contact (e.g., flyers, brochures, group open houses).

Third, as schools (or districts) become increasingly urban and have higher percentages of minority and/or low-SES students, personal contacts with children and families before the start of school become less frequent (except for home visits) and low intensity, after-the-start-of-school contacts (such as flyers) are more common. Thus, children and families who may need the best form of transition practices are least likely to receive them.

Fourth, teachers identify a number of barriers to implementing practices related to the transition to school. The most common are that class lists are generated too late to make contacts with children and families before school starts, summer work is not supported, and a plan for the transition to kindergarten is not available in the school district. Teachers' perceptions that family characteristics are barriers occur with increasing frequency as schools become more urban, have a higher minority population, or are located in high-poverty districts.



"Ready schools" movement

By and large the endorsed practices do not conform to standards or principles that reflect the "ready schools" movement such as "Ready schools smooth the transition between home and school," or "Ready schools strive for continuity between early care and education programs and elementary schools" (National Education Goals Panel, 1998).

The practices teachers endorse most frequently do not reflect an emphasis on establishing connections, before school starts, among home, school, child care, and other contexts nor do they support continuity in the child's experience and promoting positive, supportive relationships among the persons involved in the child's care and education. Instead, they reflect a fairly low-intensity, nonindividualized, and impersonal approach that is unlikely to convey little more than information about what to bring on the first day of school or where to find the lunchroom. Although such information is important to helping the child and family negotiate the entry into kindergarten, it falls short of helping build the kind of supports for the child that can reduce the risk of school failure.

From the perspective of family-school relationships, the practices used most often in the transition to kindergarten signal a shift, in a negative direction, in the quality, nature, and depth of contact. Parent-teacher contact in elementary school is formalized, school-initiated, and involves a high proportion of information about the child's problems. In contrast, in preschools, parent contact with the school is often parent-initiated and involves family support. **The absence of transition practices and policies that conform to "ready schools" approaches may be a signal that entering school is itself a risk factor for many.**

(Continued on reverse)

Transitions in different groups

In urban, poverty, and high-minority areas, the public educational system often has problems capitalizing on families' existing resources and providing additional resources for education and child development. Our group comparisons reveal that the children and families who are likely to benefit most from personalized, proactive, and intense practices aimed at facilitating transition to kinder-

garten are the least likely to receive such practices. As schools became more urban or had a higher percentage of minority students, or districts had a higher number of families below the poverty lines, rates of implementation for the most intensive transition practices dropped and those for less intensive practices rose.

Implications and considerations

It is not surprising that the transition practices that reach backward in time, outward to families and preschools, and involve direct contacts are also those more teachers view as being difficult to implement.

Yet these barriers are not insurmountable, and in reporting on them teachers reveal potential methods for improving transition practices. For example, noting that class lists are generated too late or that a transition plan is not available suggests strategies for creating a more comprehensive approach to transition. Districts can experiment with ways to generate class lists and conduct kindergarten registration; they can commission kindergarten teachers, parents, and preschool teachers to formulate transition plans; and they can make transition a target for resources. In fact, in our efforts to enhance transition practices, it is precisely these kinds of innovations that have followed from discussions of barriers.

A cluster of barriers reflecting teachers' beliefs about parents and family factors reveals an area requiring considerable attention. In urban, high-poverty, or high-minority settings, kindergarten teachers report increasing concerns about contacting and visiting parents and about parents' abilities to bring their child to school or read materials sent home regarding transition.

These perceptions suggest an impasse between transition planning and practice. This impasse is not new. Yet it is precisely this impasse that is targeted by transition practices that build relationships between home and school early and before concerns arise that create tensions and mistrust between home and school.

Furthermore, the data on barriers across different levels of demographic indicators point again to the need for collaboration among parents, teachers, principals, child care providers, and others in the formation of transition practices that function effectively in a particular setting. In this way, transition practices can be a process by which a community ensures the successful entry to school for its members.

The results of this survey indicate that if the national goal of "ensuring that all children enter school ready to learn" depends in part on "ready schools," then there is considerable work to be done with respect to that aspect of ready schools that ensures "smooth transitions between home and school" and "continuity between child care and school experience."

If you want to know more:

Love, J. M., Loguè, M. E., Trudeau, J. V., & Thayer, K. (1992). Transitions to kindergarten in American schools (Contract No. LC 88089001). Portsmouth, NH: U. S. Department of Education.

National Education Goals Panel. (1995). National education goals report executive summary: Improving education through family-school-community partnerships. Washington, DC: National Education Goals Panel.

Pianta, R. C., & McCoy, S. J. (1997). The first day of school: The predictive validity of early school screening. Journal of Applied Developmental Psychology, 18, 1-22.

Pianta, R. C., & Walsh, D. J. (1996). High-risk children in schools: Constructing sustaining relationships. New York: Routledge.

Pianta, R.C. & Cox, M.J. (in press). The Transition to Kindergarten: Research, Policy, Training & Practice. Baltimore: Paul Brookes Publishing co.

The authors of the paper on which this Spotlight is based are Robert C. Pianta of the University of Virginia and Martha J. Cox, Lorriane Taylor, and Diane Early of the University of North Carolina at Chapel Hill. NCEDL is administratively housed at UNC-CH. This project is supported under the Education Research and Development Centers Program, PR/award number R307A60004, as administered by the Office of Educational Research and Improvement, U.S. Department of Education. Opinions in these reports do not necessarily represent the positions or policies of the National Institute on Early Childhood Development and Education <www.ed.gov/offices/OERI/ECI/>, the Office of Educational Research and Improvement, or the U.S. Department of Education. Permission is granted to reprint this; we ask that you attribute the authors of the paper and the National Center for Early Development & Learning.

Kindergarten Transitions

Summary of results from a national survey of nearly 3,600 kindergarten teachers by the National Center for Early Development & Learning. This survey identified teachers' areas of concern, looked at transition practices, and asked teachers what barriers they see to implementing more transitions practices. Project directors: Robert Pianta of the University of Virginia and Martha Cox of UNC-Chapel Hill.

No. 1 in the "NCEDL Spotlights" series. July 1998

Teachers: 48% of children have transition problems

Teachers report that while 52 percent of children have a successful entry into kindergarten, 48 percent have moderate or serious problems. Nearly half of the teachers are concerned about many of the children entering kindergarten. Teachers are most frequently concerned about children's skills in following directions and academics. **Here are the percentage of teachers who say that about half of their class or more enter kindergarten with needs in the following areas:**

following directions	46%
academic skills	36%
home environment	35%
working independently	34%
formal pre-school experience	31%
working in a group	30%
immaturity	20%
communicating	14%

Transition into kindergarten

The most common practices teachers use to help children as they enter kindergarten are "a talk with parents after school starts," followed by "a letter to parents after the beginning of school" and "an open house after school starts." The least common practice was home visiting, both before and after the beginning of school.

Teachers report that a major barrier to their helping more with children's transitions into kindergarten is that class lists are generated too late. Lists are received, on the average, 15 days before the first day of school.

Another administrative barrier, say teachers, is that some recommended transition practices, such as those involving the parents before school begins, mean working in the summer for no salary. Other barriers include "no transition plan available" and that some transition practices "require too much time."

Context variables

Teachers report concerns less frequently in suburban and rural schools than in urban schools; in districts with lower poverty; and in schools with fewer minority students. Less experienced teachers report higher rates of general and specific transition problems.

Teachers' reports of concerns may reflect a mismatch between the competency of children and teachers' expectations. For example, white teachers perceive higher rates of difficulty by children in following directions, problems with social skills and immaturity in high minority composition schools, compared to teachers from other ethnic groups.

Teachers in schools with the greatest needs (higher poverty, more minority students, and urban) rely more heavily on group-oriented practices that occur after the beginning of school, than teachers in other settings.

Transition into first grade

The survey also looked at the transition between kindergarten and first-grade. Of 11 transition practices listed on the survey, over half of the teachers (57 percent) report having regular meetings with first-grade teachers to discuss continuity in the curriculum between kindergarten and first grade. And over half of the teachers (56 percent) report arranging for their class to visit a first-grade class.

However, less than 25 percent of the teachers report attending transition meetings, sending parents information on how placements in first grade are made, attending meetings to plan transitions for individual children, or planning transition activities for children with special needs. Child-focused transition practices such as having children visit a first-grade classroom or having a first-grade child visit the kindergarten classroom are being used more widely than practices that involve the parents in decisions about who will be their child's first-grade teacher and what the expectations are for first grade.

Conclusions and implications

- There is a poor fit between the expectations of kindergarten teachers and the skills of kindergartners.
- The nation has a long way to go in ensuring that all children come to school ready to learn, and ensuring that schools make the necessary provisions to reach out to their families.
- School administrators should consider earlier identification and classroom assignment of new students and a formal transition practices plan.
- Teachers are talking to teachers about transitions, but teachers are not reaching parents about their children's transition into first grade.
- Children have little facilitated contact with their future first-grade teacher. Contact is even less frequent in schools with high minority representation and in schools in high poverty areas.
- Kindergarten teachers in the U.S., on average, have many years of teaching experience at the kindergarten level and tend to be well-educated. Teachers need extra assistance and support to facilitate transition. More teachers should receive training in transitions.
- While this survey focused on teachers and classrooms, it is interactions in a larger context that are critical for a child's success during transition. In addition to the individual child's readiness and the kindergarten teacher's role, the family, the education system, preschool programs, and the community are all responsible for successful transitions.

Other survey results

- 25 percent of membership in kindergarten classrooms change during the course of the academic year.
- 47 percent of public school kindergarten teachers have a master's degree or higher.
- 78 percent of the teachers have a elementary education certification.
- Public school kindergarten teachers have an average of 11.5 years experience teaching kindergarten.
- 23 percent of the teachers said they typically receive information about ways to enhance transitions.
- 25 percent of the teachers say they had some specialized training for children's transition into kindergarten.

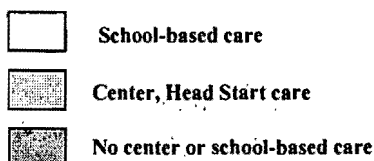
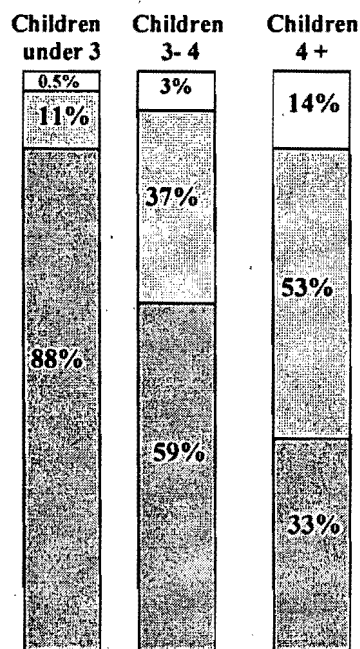


Following are excerpts from "Almost a Million Children in School Before Kindergarten: Who is responsible for Early Childhood Services" by Richard M. Clifford and Diane M. Early of UNC-CH and Tynette Hills of Durham, NC, published in the September 1999 issue of *Young Children* (Vol. 54 (5), pp. 48-51). Researchers summarized current data to gather information about the role of public schools in the education of pre-kindergarten-aged children.

Almost a million children are in school before kindergarten

Schools and school districts are becoming increasingly involved in providing services to children and families prior to entry into formal school at the customary kindergarten entry age. Data are scarce on the role of public schools in the education of such children. We are lacking even the most basic information. We have summarized the best information currently available on children served by or through local and state education agencies and the types of programs offered.

Pre-k Program Participation



12.2 million children were under 3
4.1 million were 3-4
5.1 million were 4+, not in yet in K

Source: National Center for Educational Statistics'
National Household Education Survey of 1995

What types of programs do schools offer?

IDEA: Perhaps best known of the federal programs are the extensive services for preschool-aged children with disabilities and their families under the Individuals with Disabilities Education Act (IDEA). These services are provided by the schools themselves or by other agencies under contract to school districts.

Head Start: Less well known is the fact that many Head Start grantee and delegate agencies are school systems. Some of these Head Start programs are in school facilities and some work cooperatively with other agencies in non-school settings, but under the auspices of the local school board.

Title I: Other preschool programs in schools are funded through Title I of the Elementary and Secondary Education Act. These programs are in high-poverty areas and serve children at risk of later school failure.

Numerous state programs: A review by the Family and Work Institute (1998) found that 39 states provide funding for some pre-kindergarten programming. Only seven of these limit funding to public schools. However, in all states that fund pre-kindergarten programs, school districts are eligible to offer the programs. The National Center for Children in Poverty's survey (1998) found that 34 states report that they support statewide comprehensive programs for preschoolers and in many cases have expanded such initiatives since 1996. States seem to be increasingly shifting toward a community-oriented approach.

Who is served?

Using data from the 1995 National Household Education Survey (US Department of Education), we estimate that some 900,000 pre-kindergarten children were served in a public elementary, junior high or high school in 1995. This includes children who are in part-day programs at schools but spend the rest of the day in non-school-based settings or at home.

Data from the 1994 Schools and Staffing Survey (US Department of Education) show that school districts reported 307,012 pre-kindergarten applicants were approved for the National School Lunch Program, indicating that over a third of pre-

(Continued on reverse side)

(Continued from front)

kindergarten children in public schools are poor or near-poor.

Data from the Head Start Bureau and the US General Accounting Office indicate that a substantial number of Head Start programs are operated by schools, with four states (KS, KY, ND and WA) and DC having over 30%

of their Head Start slots in public school grantee or delegate programs. Using these data, we estimate that about 23% of all Head Start programs are related to a public or private school, either as Head Start grantees or as delegate agencies.

Implications for the field of early childhood

School systems are a major new force in early childhood. This has both positive and negative implications for the field.

First, schools bring a strong tradition of service to all children. A 1999 (Ripple, et al.) report showed that standards for state-funded pre-kindergarten programs in many states are quite high.

Second, schools represent a strong potential ally in securing revenue for early childhood

programming.

On the negative side, school officials have been historically reluctant to incorporate services to children prior to kindergarten entry age—a position sometimes supported by public opinion regarding the appropriate role of the education system.

Schools have been slow to meet the needs of families for services beyond the traditional school day (usually about 6.5 hours/day) and

school year (usually around 9 months). Today most families with children 3-4 years of age need full day (at least 8 hours per day) and full year services.

Many state pre-k initiatives are working to integrate services from all the major sectors into a more unified system. Perhaps the most successful early example is the Georgia Preschool Program, which provided services to more than 61,000 4-year-olds in the last school year.

Conclusion . . . and a proposal

We propose the creation of a National Commission on Early Childhood Services to examine the issue of how we, as a country, will serve our youngest citizens. Until we have agreement on the basic issues of who has responsibility for governing early childhood services, who has responsibility for financing these services, and how we can best take advantage of the rich resources for serving children in this country, many families will continue to face a patchwork of services with many children spending their early years in settings of unknown quality.



If you want to know more:

- Knitzer, J., & Page, S. (1998) *Map and Track: State Initiatives for Young Children and Families*. New York: National Center for Children in Poverty, Columbia University.
- Ripple, C. H., Gilliam, W. S., Chanana, N., & Zigler, E. (1999). Will fifty cooks spoil the broth? The debate over intrusting Head Start to the states. *American Psychologist*, 54, 327-343.
- US Department of Education. National Center for Educational Statistics. National Household Education Survey of 1995 -- Adult Education/Early Childhood Program Participation [CD-Rom]. (1996). Washington DC: author [Producer and Distributor].
- US Department of Education. National Center for Educational Statistics. *Schools and Staffing Survey: 1993-94*. (1994). Washington DC: author [Producer and Distributor].
- US General Accounting Office (1998). Head Start programs. Participant characteristics, services and funding (GAO/HESHS-98-65) Washington DC: author.

NCEDL is administratively housed at the University of North Carolina-Chapel Hill. Other partners are the University of California at Los Angeles, the University of Arkansas at Little Rock, and the University of Virginia. This project is supported under the Education Research and Development Centers Program, PR/award number R307A60004, as administered by the Office of Educational Research and Improvement, U.S. Department of Education. Opinions in these reports do not necessarily represent the positions or policies of the National Institute on Early Childhood Development and Education <www.ed.gov/offices/OERI/ECI/>, the Office of Educational Research and Improvement, the U.S. Department of Education, or any other sponsoring organization. Permission is granted to reprint this Spotlight; we ask that you acknowledge the authors of the paper on which this Spotlight is based and the National Center for Early Development & Learning.



An approach to enhance kindergarten transition

Following are excerpts from "Enhancing the Transition to Kindergarten: Connecting Families and Schools" by Marcia Kraft-Sayre and Robert Pianta, both at the University of Virginia. The article is in press for Dimensions of Early Childhood.

Approach emphasizes family-school connections, collaboration

The Kindergarten Transition Project at NCEDL has developed a school-based approach designed to enhance connections among children, families, teachers and peers during the transition to kindergarten. These connections can be important supports to children and families during this period of change and reflect recent attempts to describe what "ready schools" can do to ease transitions (National Education Goals Panel, 1997).

Activities are intended to increase familiarity with school, provide for consistent expectations between home and school, and make children and families more comfortable interacting with school.

In addition, these relationships enable kindergarten teachers to more easily, and earlier, use the resources of families to support children's competence in school.

How we developed program

We collaborated with preschools, elementary schools, a summer pre-kindergarten program, and parents to learn about current transition practices, and then cooperatively designed a set of activities to foster positive transition experiences. These activities affected family-school connections, child-school connections, peer connections and connections between programs.

Regular meetings were held with teachers, family support workers, and principals to discuss factors that enhanced or hindered these kindergarten transition activities. In addition, families were asked about their experiences with their children's transition to kindergarten.

Recommended activities

A package of activities affecting many connections--child-teacher, family-teacher, child-peer, and others-- is more likely to support a successful transition, than any one activity alone. For example, children in one school system are enrolled in preschool with peers with whom they will go to elementary school.

(Continued on reverse)

Family/School Connections

- Arrange a time for parents to meet with the preschool and kindergarten teachers to discuss the expectations of kindergarten and their children's specific needs.
- Organize an informal dinner with parents and kindergarten teachers in conjunction with school open houses or back to school nights.
- Place children with kindergarten teachers who taught their older siblings to build upon pre-existing family-teacher bonds.
- Encourage families to engage their children in literacy activities at home, such as reading together.

Child/School Connections

- Provide opportunities for children to interact directly with their anticipated kindergarten teachers by arranging visits to kindergarten classrooms during story time, center time, recess, or a special school function.
- Familiarize children with their kindergarten teachers by reviewing their names, showing their pictures, and discussing what the kindergarten classroom will be like.
- Orient preschool children to the expectations of kindergarten, discuss the rules for learning and behaving, such as walking in a "kindergarten line."

(Recommended activities.....continued from front)

By arranging with elementary school principals and teachers for these children to be in the same kindergarten classroom together, peer relationships developed in preschool can be carried over into kindergarten.

Several preschools promote family-school connections by providing family support services. A family support worker, who is assigned to the preschool and elementary school, meets regularly with families in their homes, connects them to community resources when needed, provides opportunities for involvement in groups to discuss shared interests and address transition issues, and works to engage families in positive relationships with school.

Meetings between parents and kindergarten teachers before the onset of kindergarten, are arranged by the teacher and family support worker to help establish parent-teacher communication.

An additional connection involves linking pre-kindergarten children with their anticipated elementary school through opportunities for rising kindergarten children to visit their classroom in the spring before their kindergarten year.

Familiarizing children with their kindergarten teacher and specific classroom activities *prior* to school entry, in conjunction with a number of other transition activities, reduces uncertainty for the child.

Finally, perhaps the most important activity to enhance kindergarten transitions has been our collaborative group meetings where key players in the transition process--the teachers, principals, and family workers--all work together.

These meetings allow discussion of problems and solutions and build connections among program staff. For example, preschool and kindergarten staff, with the mutually shared goal of having preschool peers together in kindergarten, are working together to achieve this goal when kindergarten placement decisions are made.

Collaboration is fundamental

Collaboration with everyone involved is fundamental to both the development and implementation of the kindergarten transition program.

If you want to know more:

Pianta, R. C., & Walsh, D. J. (1996). High-risk Children in Schools: Creating Sustaining Relationships. New York: Routledge, Kegan-Paul.

Rimm-Kaufman, S.E. & Pianta, R.C. (1999). An ecological perspective on the transition to kindergarten. Manuscript submitted for publication.

U.S. Department of Health and Human Services, Administration for Children, Youth and Families, Head Start Bureau. (1996). Effective Transition Practices: Facilitating Continuity: Training Guide for the Head Start Learning Community. Aspen Systems Corporation.

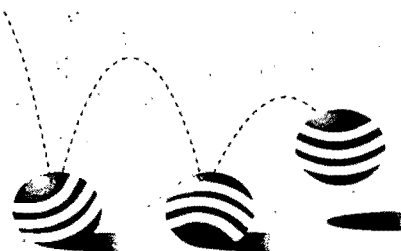
NCEDL web site: <ncedl.org>

Peer Connections

- Arrange for children to interact with future kindergarten classmates at preschool or outside the classroom setting.
- Identify a current kindergartner to serve as "buddy" to a preschooler. Plan visits to the kindergarten classroom when the kindergarten "buddy" reads a story, demonstrates how to play a game, or shows the younger child how to use the classroom computer.

Program Connections

- Arrange discussions between preschool and kindergarten personnel about classroom practices and specific needs of individual children.



NCEDL is administratively housed at the University of North Carolina at Chapel Hill. In addition to UNC-CH, partners in NCEDL are the University of Virginia, the University of California at Los Angeles, and the University of Arkansas at Little Rock. This project is supported under the Education Research and Development Centers Program, PR/award number R307A60004, as administered by the Office of Educational Research and Improvement, U.S. Department of Education. Opinions do not necessarily represent the positions or policies of the National Institute on Early Childhood Development and Education <ed.gov/offices/OERI/ECI/>, the Office of Educational Research and Improvement, the U.S. Department of Education, or any other sponsoring organization. Permission is granted to reprint this *Spotlight*; we ask that you acknowledge the authors of the paper on which this *Spotlight* is based and NCEDL.

The Children of the Cost, Quality, & Outcomes Study Go To School

FOR THE PAST SEVERAL YEARS, we have been following a group of children from their next-to-last preschool year in child care through second grade. This report describes some important findings on the relation between preschool child care quality and children's outcomes through the early elementary school years. We looked at how the quality of preschool child care experiences affected children's language, academic (math and reading), and social skills through second grade. We looked at two different aspects of quality in child care: (a) observed classroom practices and (b) teacher ratings of how close their relationship was with each child.

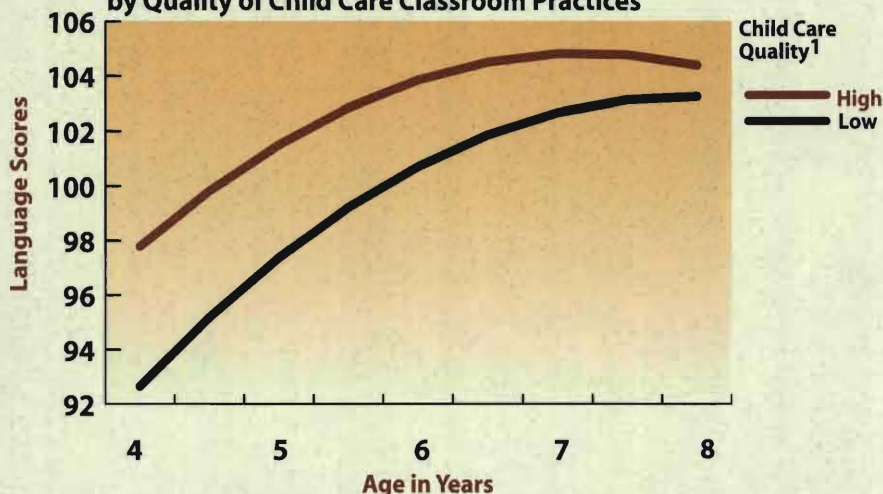
Key Findings

- The quality of child care matters for all children, with similar effects for children from a variety of backgrounds.
- Child care quality may be especially important for children at risk. In our study, for children with less highly educated mothers, better quality child care was even more strongly related to better skills in some areas.
- The effects of child care are long term, lasting at least through kindergarten and in most cases through second grade.
- Different aspects of child care quality influenced different areas of children's development. Language and math skills related more to classroom practices and social skills related more to the closeness of the teacher-child relationship.

Children from classrooms with higher quality practices...

- had better language skills at least through kindergarten than children who attended classrooms of lower quality.
- had better math skills through second grade, and this was especially true for children whose mothers had fewer years of education.

**Children's Language Skills over Time
by Quality of Child Care Classroom Practices**



¹Note: High=75th percentile of quality scores; Low=25th percentile of quality scores

Children who had closer relationships with their child care teachers...

- had better thinking/attention skills through second grade.
- showed fewer problem behaviors through second grade, and this was especially true for children whose mothers had fewer years of education.
- had better interaction skills at least through kindergarten.
- to a lesser extent, also had better language and math skills through second grade.
- Also, children who were in child care classrooms with more positive social climates (close teacher-child relationships, high levels of interaction with other children, and few problem behaviors) had better relationships with other children in the second grade.

**Summary
of Results
through
Second Grade
July 1999**

To Improve Child Care Quality...

If America wants all its children to be ready for school, it must improve the quality of child care experiences available for children. To improve the quality of care, we recommend three broad strategies:

- Greater funding, from both government and private sources, should be provided for improving the quality of child care, including funds set aside specifically for quality improvement as well as increased child care subsidies and larger tax credits for parents so that they can afford high quality care.
- Greater opportunities and stronger requirements for training should be given to child care teachers, and teachers should be paid more so that qualified people will stay in the field.
- Improvements in the child care system as a whole are needed to provide more high quality child care. These include changes in state policies and regulations, greater use of national accreditation systems, and improvements in teacher preparation programs.

Why We Did the Study

Children's child care experiences are playing an increasingly important role in their lives. In the US, nearly three-fourths of three- to five-year-olds receive some type of child care on a regular basis. Because child care in the US is often below the standards for high quality recommended by early childhood professionals, we wanted to find out how these experiences affect children's development as they move into school. Our study explored how preschool child care quality related to children's language, academic, and social skills development through second grade.

How We Did the Study

A random sample of 401 child care centers providing full-time and full-year care in California, Colorado, Connecticut, and North Carolina was recruited and visited in the spring of 1993. For our 5-year study period, children in their next-to-last year of child care were included from 183 of these centers. We began with 826 children and still had 418 children in the study at the end of second grade.

To measure the quality of classroom practices, we looked at: classroom environment, teacher sensitivity, child-centeredness, and teacher responsiveness. To measure the quality of teacher-child closeness, teachers rated how close their relationship was with each child. We gathered child outcome measures in the last two years in child care, kindergarten, and second grade. We measured each child's language, reading, and math skills. Teachers rated children's classroom behavior—including thinking/attention skills, interaction skills, problem behaviors, and peer relationships. In addition, parents provided information about their families, including mother's education and child's gender and ethnicity. ●

This summary was adapted from *The Children of the Cost, Quality, and Outcomes Study Go To School, Executive Summary*, written by Ellen Peisner-Feinberg, Margaret Burchinal, Richard Clifford, and Noreen Yazejian, all at the University of North Carolina at Chapel Hill; Carollee Howes and Patricia Byler at UCLA; Mary Culkin and Janice Zelazo at the University of Colorado Health Sciences Center; and Sharon Lynn Kagan and Jean Rustici at Yale University. The executive summary is available online at www.fg.unc.edu/~NCEDL/ABES/cq.htm

This research project was funded by grants from the Carnegie Corporation of New York, the William T. Grant Foundation, the JFM Foundation, the A. L. Mailman Family Foundation, the David and Lucile Packard Foundation, the Pew Charitable Trusts, the USWEST Foundation, the Smith Richardson Foundation, and the Educational Research and Development Centers Program as administered by the Office of Educational Research and Improvement, PR/Award Number R307A60004, US Department of Education. Contents do not necessarily represent the positions or policies of the National Institute on Early Childhood Development and Education, the Office of Educational Research and Improvement, the US Department of Education, or any other sponsoring organization. For more information, contact Ellen Peisner-Feinberg at 919-962-7354 or email ellenpf@unc.edu.

Clinton Presidential Records Digital Records Marker

This is not a presidential record. This is used as an administrative marker by the William J. Clinton Presidential Library Staff.

This marker identifies the place of a publication.

Publications have not been scanned in their entirety for the purpose of digitization. To see the full publication please search online or visit the Clinton Presidential Library's Research Room.



Executive Summary

June 1999

The Children of the Cost, Quality, and Outcomes Study Go To School

Hispanic Education National Meeting – Program Details
Friday, March 31, 2000
OEOB Rm. 180
11:00 a.m.

Agenda

- I. Introduction of Meeting - *Secretary & Ed*
 - A. Purpose
 - B. Department of Education "Report Card"
 - C. Speaker Suggestions
- II. Break-out sessions
 - A. Purpose
 - B. Format
 - C. Facilitator/Leader Suggestions
- III. Lunch - *Cruz Bustamante* - *Hinojosa*
 - A. Necessity of Event
 - B. Suggested Speakers
- IV. Afternoon Event in East Room
 - A. Purpose
 - B. Format
 - C. Speaker Suggestions
 - D. Visibility Factor – who needs to be seen, present with POTUS on stage?
- V. General Invitees
 - A. Individuals
 - B. Organizations – categories (education, advocacy, business, philanthropy)
 - C. Government leaders (federal, state and local)
- VI. Funding
- VII. Paper for Event
- VIII. Satellite Links
- IX. Need/desire for Event Co-sponsors

Tuesday afternoon

Hispanic Education National Meeting

Preliminary Structure and Format

As of 3/17/00

I. Invitees

- Estimated 180 participants
 - Commissioners
 - Congressional Hispanic Caucus
 - Stakeholders

II. Location

- Building which contains capacity to seat 150-170
- Building which contains capacity to host five 30-person breakout sessions
- Possibly Reagan Bldg.

III. Outline of Event

9:00 – 9:30 Sign-in

9:30 – 9:45 Welcome & Possible Department of Education "Report Card" – Riley or Linas

9:45 – 11:30 Breakout sessions to strategize on each of 5 goals

11:30 – 11:45 Break

11:45 – 1:00 Lunch (possible keynote from Vice President or Secretary Riley)

1:00 – 2:00 Travel to and Re-Convene at White House East Room

2:00 – 3:30 Goals Presented, Commitments and Deliverables Outlined

- Role of President, Vice President and First Lady -- TBD
- Role, if any, of Commissioners -- TBD
- Role, if any, of Congressional Hispanic Caucus -- TBD
- Role, if any, of Stakeholders -- TBD

3:30 Conclusion of Program with Understanding that Stakeholders Will Meet Again in June

Deliverables:

- New Teachers for a New Century
- improve data collection on Hispanic children
- setting access goals

EARLY CHILDHOOD EDUCATION AND HISPANICS

BACKGROUND

Demographic Trends

- The Hispanic population is among the fastest growing segments of American society and is very young. Today, 10% of Hispanics are under age 5 and make up over 15% of their age group in the U.S. population.
- By the year 2030, they will make up 25% of the total school-age population. The projected increase in the number of Hispanic children in preschool brings with it critical strengths and challenges to the nation's educational system. [Bureau of the Census, CPS Report, No. P25-1130, 1996]

Economic Indicators

- Since President Clinton and Vice President Gore took office, Hispanic poverty has dropped from 30.6 percent to 25.6 percent, the lowest level since 1979. The Hispanic child poverty rate has fallen 15.9 percent since 1993. While this marks significant progress, President Clinton will continue to fight for policies that help to raise incomes and reduce poverty. [WH Press paper 3/00]
- In 1998, the median family income for Hispanics was about \$28,000 while the overall median income was \$39,000. Research shows that families with higher incomes are more likely to enroll their 3- and 4-year-olds in early childhood education than those with lower incomes. [NCES, The Condition of Education, 1999, Indicator 44] [Bureau of the Census, CPS Report, No. P60-206, 1998]

Early Childhood Enrollment Facts

- Hispanic children under age 5 are less likely to be enrolled in early childhood education programs. In 1998, only 20% of Hispanic 3-year-olds were enrolled in early childhood programs, compared to 42% of whites and 44% of blacks. Of 4-year-olds, less than 60% of Hispanics were enrolled in early childhood programs, compared to 67% of whites and 73% of blacks. [Bureau of the Census, CPS Report, No. P20-521, Table-2]
- In 1998, differences in the enrollment of 5-year-olds largely disappeared between Hispanics (90%), whites (94%) and blacks (95%). [Bureau of the Census, CPS Report, No. P20-521, Table-2]
- As parents' educational attainment increases, so does the early childhood enrollment rate of their children. However, in 1997, fewer Hispanics age 25 and older had completed high school than their black and white counterparts—55% of Hispanics, 75% of blacks, and 86% of whites had completed high school. [NCES, Digest of Education Statistics, 1998, Table 8]
- Hispanic Head Start enrollment has increased by nearly 60,000 [58,700] during the Clinton Administration, with the program now reaching approximately 230,000 [229,700] Hispanic children. Despite these increases, however, Hispanic children remain under-represented, comprising less than 25 [24.9] percent of Head Start enrollment (excluding Puerto Rico) compared to 29.8 percent of all low income, pre-school children in the nation. [OMB, 2/2000]

School Readiness

- Approximately 70% of teachers said they felt only moderately, somewhat, or not at all prepared to address the needs of students with limited English proficiency or from diverse cultural backgrounds. This lack of preparation has profound implications for the large population of Hispanic students in early childhood today. [NCES, The Condition of Education, 1999, Indicator 23]
- Hispanics are more likely to tell their child a story than read to them. Three to 5-year-olds may start school better prepared to learn if they are read to or told a story once a week. In 1996, of 3- to 5-year olds, 80% of Hispanics were told a story--consistent with blacks (77%) and whites (84%). Hispanic children were less likely to be read to--65% of Hispanics were read to in the last week, compared to about 75% of blacks and nearly 90% of whites. [NCES, The Condition of Education, 1999, Indicator 34]
- Even Start evaluations show that second-language families achieve greater gains than English-only families. The evaluation of Even Start projects in Kansas indicates that projects serving migrant families show greater gains than State Part B projects serving English-only families. Anecdotally, these families and the projects that serve them express a more urgent sense of needing to acquire English, prepare their children for school, and establish families economic self-sufficiency in the communities where they migrate. [Dept of Ed]

OVERALL GOAL

The primary goal the Administration has set out to accomplish is to increase access to and participation in high quality early childhood education and development programs, and make sure that all kids enter school prepared to succeed.

Strategy #1: Improve Access and Improve Participation of Hispanic Children in Quality Early Childhood Programs

a) Head Start

Head Start will serve 294,000 Hispanic children by 2001, an increase of 62,000 from 1999, and will serve Hispanics at a level that is at least comparable to the percentage eligible in the population within the next 10 years.

Strategies:

The President's budget boosts funding for Head Start by \$1 billion -- the largest funding increase ever proposed for the program -- to provide Head Start and Early Head Start slots to approximately 950,000 children, nearing the President's goal of serving one million children in 2002. To ensure that this expansion reaches Hispanic children and families, the Head Start Bureau has been taking action and will continue to:

- Give greater priority to underserved groups in the expansion process by making increasingly specific the importance of and increasing by 50% the number of points awarded for reaching underserved populations in the expansion announcements.
- Increase funding for the children of migrant and seasonal farmworkers.
- Provide information, training, and technical assistance to promote the recruitment of children and families from under-represented populations, help reach out to Hispanic families to overcome any cultural gaps around enrolling young children in center-based programs, and identify local organizations to help ensure that services are culturally appropriate.

- Reinforce monitoring to ensure that grantees serve new and under-represented populations.

[Note: HHS is currently updating the Head Start Hispanic Action Plan and it will be finalized shortly.]

b) CCDBG

Target CCDBG to Hispanic Families In the federally subsidized child care system, establish a baseline for Hispanic participation and serve Hispanics at a level that is at least comparable to the percentage eligible in the population within the next 10 years.

Strategies:

- *Set baseline:* The Child Care Bureau has already put in place the data element in the State child care reports to the federal government requiring information on who is being served by race/ethnicity. However, States must then change how they are collecting information from child care providers, which may take time. It is expected that we will begin getting reliable data in 2002 or shortly thereafter with which we can develop a baseline.
- *Address affordability issues:* In his FY 2001 budget, the President proposed to make the CDCTC refundable so that families with no tax liability can receive up to \$2,400 to help offset the cost of child care. Additionally, the President's current budget proposal boosts the Child Care and Development Block Grant by \$817 million, enabling the program to provide child care subsidies to nearly 150,000 more children next year. We need to improve our outreach efforts to eligible Hispanic families.
- *Address access/cultural-appropriateness of care:* The Child Care Bureau and States should work in partnership with Hispanic advocates and communities to build local capacity for culturally-appropriate quality care settings. We may consider setting professional guidelines for cultural training of child care providers [either ensuring that a bi-lingual provider is available, or providing cultural training for providers].

c) [Pre-Kindergarten participation goal – TBD by Education]

Encouraging Participation:

- Model after Head Start efforts to engage and enroll more Hispanic children in Head Start [efforts announced at FL Hispanic Convening]
- Use other programs to encourage participation [WIC, Food Stamps for low-income]
- Find ways to use faith-based and community organizations to encourage participation.

Strategy #2: Ensuring High Quality Services for Young Hispanic Children

A) Double the number of early childhood care/education providers who obtain nationally recognized credentials (e.g. CDA, AA, BA).

Strategies:

- Establish a baseline for the early childhood field.
- The Head Start Bureau is working with higher education institutions to ensure that their coursework and training helps improve classroom quality and allows the program to meet the statutory requirement that half of all Head Start teachers have either an AA or a BA by 2003.

Head Start has invested \$120 million in this effort over the last two years, and is planning to invest a minimum of \$80 million per year going forward. In addition, the Bureau will provide at least \$1 million per year specifically to Hispanic-serving institutions of higher education for at least the next 3 years.

- ELF [See language in 3/10 White House draft document]
- a) By 2010, the majority of early childhood programs will have set child-to-staff ratios at the levels recommended by the National Association of Education for Young Children (NAEYC) or Head Start.

Strategies:

- ELF [See language in 3/10 White House draft document]
- Child Care and Development Block Grant – increased funding (\$817 M)
[See language in 3/10 White House draft document]
- b) By 2010, every early childhood program that serves Hispanic children and families will have (or have access to) someone with a bicultural background and bilingual ability.

Strategies:

- ELF [See language in 3/10 White House draft document]
- This is currently a Head Start standard. Head Start is also conducting a Training and Technical Assistance effort to help programs respond appropriately to changing demographics.
- c) [If an outcome measure is desired on language and literacy or math skills, the best measures/sources would be the data that is collected for kindergarten children by the Department of Education through the ECLS study or the National Assessment of Elementary Progress. Therefore, HHS will defer to ED on the specifics of this goal, if we choose to have one.]

Improving Professional Training

Building Language and Literacy Skills

Strategy #3: Encouraging Parental Involvement

- Reach out to stay at home families – to encourage participation and reading at home to supplement school activity. Target Early Head Start and Even Start – to further work on outreach to Hispanics through home visits.

Dept of Ed Recommendations

Consider supporting child care centers (early childhood and beyond) that meet the needs of shift-working parents. This may mean creating facilities that operate 24 hours/day.

DRAFT, 3/31/00

- Provide incentives that place BOOKS in the hands of parents and young children. Low income Latino families own few books and are not library users. In Lexington, NE, the local employer provided "BEEF BUCKS" to families who participated in a CATV public awareness campaign on reading, using the library, helping with homework, and talking to teachers. In addition to distributing hundreds of books paid for by the BEEF BUCKS, library use rose over 200% with new users.
- Partner with CBOs, LEAs and advocacy groups to leverage Federal funding that supports early childhood education and family services. These grants may be available from a variety of agencies including HUD, HHS, Agriculture, and Labor. Not all education programs are funded through this Department.
- Become an advocate for your employees. Programs and services that support them influence your profit margin and employee retention rates. Providing administrative or liberal leave to Release employees for teacher conferences and school activities is such an initiative.
- Consider inviting communities (such as the Siouxland, NE/IA/SD area) where employer/education partnerships have created family learning centers and partnerships with minimal Federal support to share their strategies Community Services
- When 5,000 new immigrants arrive in your community, please consider that it may be easier to adjust your internal operations (that affect several dozen individuals) rather than attempt to force your Standard operating procedures on the thousand or more families that seek your service
- Build capacity to communicate with new populations
- Recruit liaisons from the target community as ombudsmen, translators, and advocates for new clients
- Form a diversity task force (such as Emporia, KS) to lead change among community leaders in business, health, municipal services, and education.

Businesses

- Newspapers and media: Create programs and supplements that provide information to Spanish language parents on child development, inoculations, safety, school enrollment policies, and which acknowledge holidays and celebrations for that community.
- Develop partnerships and resources with early childhood education providers and colleges/universities that train ECE and Bilingual educators. Provide programs and services that use your publication to support skill building with parents and young children

Employers

- Provide incentives that place BOOKS in the hands of parents and young children. Low income Latino families own few books and are not library users. In Lexington, NE, the local employer provided "BEEF BUCKS" to families who participated in a CATV public awareness campaign on reading, using the library, helping with homework, and talking to teachers. In addition to distributing hundreds of books paid for by the BEEF BUCKS, library use rose over 200% with new users.
- Regarding employee retention policies: Provide administrative or liberal leave to Release employees for teacher conferences and school activities.

Non-Government Resource recommended by Beatriz Ceja

Raising Nuestros Ninos by Gloria G. Rodriguez, Ph.D. combines child and skill development information with engaging parent/child activities. Using songs, stories, games, meals, and popular media, Dr. Rodriguez encourages parents and children to enjoy multicultural experiences that celebrate their Latino and U.S. heritage. Dr. Rodriguez was with the White House Council on Hispanic Education.

EARLY CHILDHOOD EDUCATION AND HISPANICS

BACKGROUND

Demographic Trends

- The Hispanic population is among the fastest growing segments of American society and is very young. Today, 10% of Hispanics are under age 5 and make up over 15% of their age group in the U.S. population.
- By the year 2030, they will make up 25% of the total school-age population. The projected increase in the number of Hispanic children in preschool brings with it critical strengths and challenges to the nation's educational system. [Bureau of the Census, CPS Report, No. P25-1130, 1996]

Economic Indicators

- Since President Clinton and Vice President Gore took office, Hispanic poverty has dropped from 30.6 percent to 25.6 percent, the lowest level since 1979. The Hispanic child poverty rate has fallen 15.9 percent since 1993. While this marks significant progress, President Clinton will continue to fight for policies that help to raise incomes and reduce poverty. [WH Press paper 3/00]
- In 1998, the median family income for Hispanics was about \$28,000 while the overall median income was \$39,000. Research shows that families with higher incomes are more likely to enroll their 3- and 4-year-olds in early childhood education than those with lower incomes. [NCES, The Condition of Education, 1999, Indicator 44] [Bureau of the Census, CPS Report, No. P60-206, 1998]

Early Childhood Enrollment Facts

- Hispanic children under age 5 are less likely to be enrolled in early childhood education programs. In 1998, only 20% of Hispanic 3-year-olds were enrolled in early childhood programs, compared to 42% of whites and 44% of blacks. Of 4-year-olds, less than 60% of Hispanics were enrolled in early childhood programs, compared to 67% of whites and 73% of blacks. [Bureau of the Census, CPS Report, No. P20-521, Table-2]
- In 1998, differences in the enrollment of 5-year-olds largely disappeared between Hispanics (90%), whites (94%) and blacks (95%). [Bureau of the Census, CPS Report, No. P20-521, Table-2]
- As parents' educational attainment increases, so does the early childhood enrollment rate of their children. However, in 1997, fewer Hispanics age 25 and older had completed high school than their black and white counterparts—55% of Hispanics, 75% of blacks, and 86% of whites had completed high school. [NCES, Digest of Education Statistics, 1998, Table 8]
- Hispanic Head Start enrollment has increased by nearly 60,000 [58,700] during the Clinton Administration, with the program now reaching approximately 230,000 [229,700] Hispanic children. Despite these increases, however, Hispanic children remain under-represented, comprising less than 25 [24.9] percent of Head Start enrollment (excluding Puerto Rico) compared to 29.8 percent of all low income, pre-school children in the nation. [OMB, 2/2000]

School Readiness

- Approximately 70% of teachers said they felt only moderately, somewhat, or not at all prepared to address the needs of students with limited English proficiency or from diverse cultural backgrounds. This lack of preparation has profound implications for the large

population of Hispanic students in early childhood today. [NCES, The Condition of Education, 1999, Indicator 23]

- Hispanics are more likely to tell their child a story than read to them. Three to 5-year-olds may start school better prepared to learn if they are read to or told a story once a week. In 1996, of 3- to 5-year olds, 80% of Hispanics were told a story--consistent with blacks (77%) and whites (84%). Hispanic children were less likely to be read to--65% of Hispanics were read to in the last week, compared to about 75% of blacks and nearly 90% of whites. [NCES, The Condition of Education, 1999, Indicator 34]
- Even Start evaluations show that second-language families achieve greater gains than English-only families. The evaluation of Even Start projects in Kansas indicates that projects serving migrant families show greater gains than State Part B projects serving English-only families. Anecdotally, these families and the projects that serve them express a more urgent sense of needing to acquire English, prepare their children for school, and establish families economic self-sufficiency in the communities where they migrate. [Dept of Ed]

OVERALL GOAL

The primary goal the Administration has set out to accomplish is to increase access to and participation in high quality early childhood education and development programs, and make sure that all kids enter school prepared to succeed.

Strategy #1: Access and Participation

Improving Access:

- Target CCDBG to Hispanic Families
- Reach Out to Hispanics to Take Advantage of Child Care Tax Breaks

Encouraging Participation:

- Model after Head Start efforts to engage and enroll more Hispanic children in Head Start [efforts announced at FL Hispanic Convening]
- Reach out to stay at home families – to encourage participation and reading at home to supplement school activity. Target Early Head Start and Even Start – to further work on outreach to Hispanics through home visits.
- Use other programs to encourage participation [WIC, Food Stamps for low-income]
- Find ways to use faith-based and community organizations to encourage participation.

Strategy #2: Ensuring High Quality

Improving Professional Training

Building Language and Literacy Skills

Strategy #3: Encouraging Parental Involvement

Dept of Ed Recommendations

Consider supporting child care centers (early childhood and beyond) that meet the needs of shift-working parents. This may mean creating facilities that operate 24 hours/day.

Self-serve
report
data
policy
dev
data
class
study
access
work

Ed: data collection
one major study on work
family, Fin, collab,
prot dev, fam income,
children's outcomes
estimate @
1 mill kids
served by
title I

why help families w/le
services that exist
we need to address the gaps?
Thomas-Rivera study
'urban institute'

NT:

Settles piece
PFR: involve migrant h.c.
CC providers under Amer Rds
even start
HHS: e.c. w/ grps looking &
disseminating info through HHS

Combine references
H.S. + title I

w/ early
ch grp -
w/ h w/
univision on
giving e.c.
message out

Audio cassette
early book distribution

ed: even start - all guides are handwritten
ready to learn to v
what is an indicator: reading to children, telling
stories to children

- Provide incentives that place BOOKS in the hands of parents and young children. Low income Latino families own few books and are not library users. In Lexington, NE, the local employer provided "BEEF BUCKS" to families who participated in a CATV public awareness campaign on reading, using the library, helping with homework, and talking to teachers. In addition to distributing hundreds of books paid for by the BEEF BUCKS, library use rose over 200% with new users.
- Partner with CBOs, LEAs and advocacy groups to leverage Federal funding that supports early childhood education and family services. These grants may be available from a variety of agencies including HUD, HHS, Agriculture, and Labor. Not all education programs are funded through this Department.
- Become an advocate for your employees. Programs and services that support them influence your profit margin and employee retention rates. Providing administrative or liberal leave to Release employees for teacher conferences and school activities is such an initiative.
- Consider inviting communities (such as the Siouxland, NE/IA/SD area) where employer/education partnerships have created family learning centers and partnerships with minimal Federal support to share their strategies Community Services
- When 5,000 new immigrants arrive in your community, please consider that it may be easier to adjust your internal operations (that affect several dozen individuals) rather than attempt to force your Standard operating procedures on the thousand or more families that seek your service
- Build capacity to communicate with new populations
- Recruit liaisons from the target community as ombudsmen, translators, and advocates for new clients
- Form a diversity task force (such as Emporia, KS) to lead change among community leaders in business, health, municipal services, and education

Businesses

- Newspapers and media: Create programs and supplements that provide information to Spanish language parents on child development, inoculations, safety, school enrollment policies, and which acknowledge holidays and celebrations for that community.
- Develop partnerships and resources with early childhood education providers and colleges/universities that train ECE and Bilingual educators. Provide programs and services that use your publication to support skill building with parents and young children

Employers

- Provide incentives that place BOOKS in the hands of parents and young children. Low income Latino families own few books and are not library users. In Lexington, NE, the local employer provided "BEEF BUCKS" to families who participated in a CATV public awareness campaign on reading, using the library, helping with homework, and talking to teachers. In addition to distributing hundreds of books paid for by the BEEF BUCKS, library use rose over 200% with new users.
- Regarding employee retention policies: Provide administrative or liberal leave to Release employees for teacher conferences and school activities.

Non-Government Resource recommended by Beatriz Ceja

Raising Nuestros Niños by Gloria G. Rodriguez, Ph.D. combines child and skill development information with engaging parent/child activities. Using songs, stories, games, meals, and popular media, Dr. Rodriguez encourages parents and children to enjoy multicultural experiences that celebrate their Latino and U.S. heritage. Dr. Rodriguez was with the White House Council on Hispanic Education.